**K-5 Math Lesson Plan**

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| **Teacher: Beyrer** | | | **Grade: 5** | | | **Date(s)**: |
| **Unit Title:** Unit 1- Understand the Decimal Place Value System | | | | **Corresponding Unit Task: Summer Olympics Task**  **(taught prior to task 2)** | | |
| **Essential Question(s): How do I read, write, and use decimals to the thousandths using base-ten, expanded form and number names?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Number Cards, base ten blocks, Decimal distraction Part 1** | | **Student:**  **Pencils, math journal** | | | **Thousands, hundreds, ones, tenths, hundredths, thousandths, standard form (base-ten numerals), expanded form, word form (number name) , flat, long rod, cube** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  √ 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  √ 3. Construct viable arguments and critique the reasoning of others.  √ 4. Model with mathematics.  √ 5. Use appropriate tools strategically.  √ 6. Attend to precision.  √ 7. Look for and make use of structure.  √ 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** 5.NBT.3a  *Read and write decimal numbers to thousandths using base-ten, number name, expanded form.* | | | | | |
| **I Can Statement(s):** I can read, write and use decimals to the thousandths using base-ten numerals, I can read, write and use decimals to the thousandths using number names, I can read, write and use decimals to the thousandths using expanded form. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will write a number in number name form, select students will build the number with number cards that are up front, the students that are not building the number will write the number down in expanded form. (8704.356, 9125.768, 1470.285, 3619.027, 2745.908) | | | | | |
| **Teacher Directed:** Model the base ten blocks (Flats, Rods, cubes (unit)) on the board, overhead, and computer. Modeling with based-ten numerals, expanded and number names. | | | | | |
| **Guided Practice:** Write numbers on the board and the class builds the numbers in base ten blocks in pairs, groups. Students go to board to affirm the answers for the class writing number name and pictures. | | | | | |
| **Independent Practice:** Students will build the numbers from Decimal Distraction Part 1 with the base ten blocks and record them on the worksheet in standard, expanded and number names. | | | | | |
| **Closing/Summarizing Strategy:** In their journals they draw the picture for the number, write the standard and word form. 5 x 1000 + 6 x 100 + 3 x10 + 7 x 1 + 9 x (1/10) + 4 x (1/100) + 8 x (1/1000) | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Students can include the use of fractions as they represent the various numbers. * Students may develop additional Decimal Distractions. * Students may develop decimal cards that go beyond thousandths to have others sort.   Students may develop decimal cards that have students sort numbers using tenths, hundredths, and thousandths rather than just thousandths. | | | * Students highlight tenths, hundredths, and thousandths place with different color highlighters. * Break down the task so students first sort by tenths. Once sorted by tenths the student would then continue further sorting by the hundredths place and finally by the thousandths. | | | * Abbreviated form of task provided after the original task if needed.   **Writing to Learn:** After key points in the unit (after each task?), have students write in a journal using the following sequence:   * *Record*: State what they have learned. * *Compar*e: Students pair up and compare what they have written and clarify. * *Revise*: Based on the interaction, students create a more developed and polished version of their statements. * *Combine*: Students collaborate to mesh their summaries * *Review*: Students use previous entries to prepare and guide them through subsequent tasks.   (Adapted from “Writing to Learn” by Robert Marzano in Educational Leadership, February 2012.) |
| **Assessment(s):** Journals will be reviewed from the closing strategy. There will be further assessment after Day 3 of Task 2. | | | | | | |
| **Teacher Reflection:** (Next steps?)  Student understanding/misconceptions  Reteach?  Decimal Distraction Part 2 | | | | | | |